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ABSTRACT

This is the fifth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is racial conflict in the United States. The introduction explains how this unit coincides with other units of the K-12 series which have treated intergroup relations. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. This unit deals with the value conflicts involved in current racial conflict in the United States. Theories about causes of prejudice and discrimination are examined as an aid in helping pupils decide what courses of action should be followed. The civil rights movement is analyzed in detail. A teacher's guide for this course is SO 006 331; other units are SO 006 332, and SO 006 334-338. (Author/KSM)

ED 083105

Grade: Twelve

Unit: Racial Conflict in the United States: What Should Be Done?

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RESOURCE UNIT

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1968

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INTRODUCTION

This unit is suggestive and must be adapted and modified each year. It has been written this pose, since it is believed that the teacher and class must use current materials, data, and i

The unit is only one of a number of units which treats intergroup relations. In the primary is an effort to teach children to accept diversity and recognize the psychic unity of mankind study of families and communities around the world. In grade six there is a heavy emphasis u history in the context of American history. In grade seven, the course culminates in an anal ment of intergroup relations. Grade eight uses case studies on the Little Rock crisis, and o of the Civil Rights Acts of 1960 and 1964 in the units on the executive and legislative proce legislative unit also suggests that pupils study more recent congressional legislation on civ Moreover, pupils study some of the civil liberties cases which deal with minority groups when he judicial process. In grade nine, students spend considerable time on a unit on Poverty i tates. This unit has considerable material on poverty among minority groups. Because of th upon minority group relations in earlier grades, less attention is given to the topic in grad attention is paid to immigration in one unit and to Negro-white relations in the unit on the eleven does not deal with minority group relations except as it is related to U. S. foreign r

The unit in grade twelve should build upon all that students have learned earlier. It is des (1) help students find out what has happened to minority groups since they last studied them (legislation, the extent of discrimination, minority group actions,), (2) develop an increase of the growing crisis in racial relations in this country, (3) help pupils analyze causal fact than was possible in the seventh grade, (4) help pupils look more carefully and analytically movements among minority groups, (5) have them analyze alternative courses of action which mi The choice among activities must depend upon what students have studied earlier, either in th developed by the Minnesota Project Social Studies Curriculum Center or in other courses.

Since this unit should be changed to fit new issues and crises and to take advantage of new b sociological studies, films, etc., the bibliography is only suggestive, and specific films ha recommended. Teachers should identify current films dealing with the unit topic and use them are appropriate. They should use local members of minority groups and others as resource per they should use the most current books and statistics available.

INTRODUCTION

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ority groups, (5) have them analyze alternative courses of action which might be taken.
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hey should use local members of minority groups and others as resource persons. And
most current books and statistics available.

Although the Center's staff does not believe in trying to have students reach consensus on an issue, this unit does provide a good opportunity for pupils to take action to help achieve th They should learn to do so only after studying the probable consequences of different courses but they should be given an opportunity to find out that people of their age can make individ tributions toward helping reduce certain social problems. No student should be forced into an project; however, those who wish to take action should be encouraged to do so. Moreover, the whole may well become involved at the end of the unit in an attempt to increase communication groups in the community in order to find out more about the thinking of such groups.

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ity in order to find out more about the thinking of such groups.

OBJECTIVES

This unit should make progress toward helping students learn the following:

GENERALIZATIONS

1. Differential treatment of individuals because they are members of a particular group presents a problem to society because of the conflict with our basic cultural values and because of wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

   a. Frustration and/or self-hatred or self-doubts can lead to apathy.

   b. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.

2. Authoritarian personalities tend to be conformist, to use stereotyped thinking, and to project their own traits onto other people; many prejudiced people are authoritarian personalities.

3. Frustration may lead to aggression.

4. Groups amy engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

5. People try to work out ratio
   havior which is inconsistent
   values. Racism is a relativ
   ment which has served as a r
   discrimination against other

   a. Racial beliefs involve st
      which affect behavior bot
      and unconscious level.

6. The nature of discrimination
   a specific group is the resu
   interactions over time.

7. Human beings are members of
   they are far more alike phys
   are different.

   a. Separation of human being
      done on a physical basis;
      tends to emphasize the di
      emphasize the similaritie

8. Much of man's behavior is ac
   process of socialization (bu
   values into the individuals)

   a. Through the process of so
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      role expectations and to
      variety of tasks.

OBJECTIVES

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uch as its labor or wealth.

5. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

   a. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

6. The nature of discrimination and prejudice against a specific group is the result of particular interactions over time.

7. Human beings are members of the same species; they are far more alike physically than they are different.

   a. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and de-emphasize the similarities among humans.

8. Much of man's behavior is acquired through a process of socialization (building group values into the individuals).

   a. Through the process of socialization, individuals become members of a group by learning role expectations and to perform a wide variety of tasks.

b. Through the process of socialization, each individual acquires a self.

1) Some members of minority groups have exhibited hatred of their own group; they have learned (been socialized) to accept the majority group's perceptions of their own minority group.

c. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.

d. The exercise of freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.

9. Any decision is affected by the perceptions of the persons making the decision.

10. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other change as average living levels change.

11. The unequal distribution of power reflects the fact of political organization; individuals join into aggregates (parties, interest groups, etc.) to increase their political power by joining it with others.

12. The development of group pri
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determined efforts to achiev
crimination.

a. People do not work activel
organizations unless they
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the group.

13. Protest movements are most s
conditions for change in a s
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14. The leadership of any group
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strategies and provide intel

a. The different tasks of le
assumed by one man or sha
of people.

15. The type of leader tends to
situations which require dif
leaders if they are to be ef

16. Political revolutions are us
of multiple causes.

SKILLS

1. Attacks problems in a ration

a. Is alert to incongruities
and is concerned about th

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organization; individuals
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12. The development of group pride, positive identification with one's group, is essential to determined efforts to achieve an end to discrimination.

    a. People do not work actively in voluntary organizations unless they have a sense of group pride, of positive identification with the group.

13. Protest movements are most successful when the preconditions for change in a society have been achieved, the object of protest is clear, and the form of protest is considered appropriate and legitimate.

14. The leadership of any group must try to maintain group cohesion and also organize its strategies and provide intellectual leadership.

    a. The different tasks of leadership may be assumed by one man or shared by a number of people.

15. The type of leader tends to differ in different situations which require different kinds of leaders if they are to be effective.

16. Political revolutions are usually the result of multiple causes.

SKILLS

1. Attacks problems in a rational manner.

    a. Is alert to incongruities, recognizes problems, and is concerned about them.

b. Identifies basic assumptions.

c. Identifies value-conflicts.

d. Identifies factual questions which need to be answered.

e. Considers the relevance of social science disciplines and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

f. Having determined the causes of a social problem, considers alternative courses of action and hypothesizes about probable consequences of each course of action.

g. Deduces if-then statements from hypotheses.

1) Uses deduced consequences of hypotheses to guide him in the collection of relevant data.

2. Locates information efficiently.

a. Uses Reader's Guide to locate information.

3. Gathers information effectively.

a. Interprets tables.

b. Uses contenttanalysis techniques to gather information.

c. Uses the reputational
data.

4. Evaluates information and

a. Checks on the complete
wary of generalization
evidence.

1) Examines sample use
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2) Constantly looks for
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information.

a) Rejects assumptio
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5. Organizes and analyzes inf
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a. Applies previously-lear
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b. Draws inferences from d

c. Tests hypotheses against

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c. Uses the reputational method of gathering data.

4. Evaluates information and sources of information.

a. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

1) Examines sample used in study to see if it is representative of the population for which generalizations are being made.

2) Constantly looks for causative factors other than those mentioned in source of information.

a) Rejects assumption of cause-effect relationship in correlations; looks for another factor which may have affected both parts of the correlation.

5. Organizes and analyzes information and draws conclusions.

a. Applies previously-learned concepts and generalizations to new data.

b. Draws inferences from data.

c. Tests hypotheses against data.

1) Checks, refines, and eliminates hypotheses, working out new ones where necessary.

d. Generalizes from data.

e. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goals.

6. Works well with others.

a. Is able to empathize with others, seeing things through their eyes.

ATTITUDES

1. Values the scientific method and rational thought as applied to social as well as to natural data.

2. Is committed to the free examination of social attitudes and data.

3. Respects evidence even when it contradicts prejudices and preconceptions.

4. Is sceptical of the finality of knowledge, and demands that popular notions be judged in accordance with standards of empirical validation.

5. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.

6. Is sceptical of theories of the social sciences.

7. Is sceptical of panaceas.

8. Feels a sense of responsibi informed about current prob

9. Believes in the possibiliti social conditions.

10. Has a sense of responsibili action about problems confr

11. Values human dignity.

12. Evaluates proposals and eve their effects upon individu

13. Treats people as individual a particular group.

14. Desires to protect the righ

data.

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6. Is sceptical of theories of single causation in the social sciences.

7. Is sceptical of panaceas.

8. Feels a sense of responsibility for keeping informed about current problems.

9. Believes in the possibilities of improving social conditions.

10. Has a sense of responsibility for taking informed action about problems confronting the nation.

11. Values human dignity.

12. Evaluates proposals and events on the basis of their effects upon individuals as human beings.

13. Treats people as individuals, not as members of a particular group.

14. Desires to protect the rights of minorities.

OBJECTIVES

OUTLINE OF CONTENT

I. Racial relations in this country have resul
violence and threats of violence in recent

A. Riots and individual acts of violence h
threatening proportions.

G. Differential treatment of individuals because they are members of a particular group presents a problem to society because of the conflict with our basic cultural values and because o. wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

S. Is alert to incongruities, recognizes problems, and is concerned about them.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

G. Frustration may lead to aggression.

OUTLINE OF CONTENT

I. Racial relations in this country have resulted in mass violence and threats of violence in recent years.

A. Riots and individual acts of violence have reached threatening proportions.

TEACHING PROCEDURES

MATI

Note: The suggested procedures for developing parts one and two of this unit must be general rather than specific, since the procedures to be used should depend upon: (a) current developments in minority group relationships, (b) the local situation, and (c) whether or not pupils have come through earlier courses, either those suggested by the Center or by others, which have dealt extensively with minority group relations and problems. However, the following general suggestions should help the teacher develop a teaching unit for each class.

1. To introduce this unit, it is important for the teacher to make use of the most current examples of disorders, civil rights movements, and demands. Local examples should be used when possible. An attempt should be made to illustrate the growing demand for rights and the willingness on the part of many minority group members to use violence if they cannot achieve their ends by any other means.

2. In addition to using such current examples to introduce the importance of minority group problems, the teacher should do the following:

CHING PROCEDURES

MATERIALS

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S. Interprets tables.

G. Differential treatment of individuals because they are members of a particular group presents a problem to society because of the conflict with our basic cultural values and because of wide-ranging effects

B. The assasination of Dr. Martin Luther of 1968 brought the death of the chi violence movement among the Negroes.

B. The assasination of Dr. Martin Luther King in the spring of 1968 brought the death of the chief leader of the non-violence movement among the Negroes.

a. Have pupils study (through articles, books, or films) some of the riots which have taken place since they last studied minority group problems in this country. For example, in the next few years, they should study such riots as those at Watts in 1966, in Detroit in 1967, and in Chicago and Washington and Baltimore in 1968 (immediately after the assasination of Martin Luther King).

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Movement

b. Show the class tables on the 1966 survey of Negro attitudes toward the possibility of achieving equal rights without violence, toward the effects of the riots, toward participation in riots and toward the probability of further riots.

Brink and Har
pp. 260-

Discuss: What does this data seem to indicate about the reactions of a majority of Negroes toward the need for violence? What change was there in their reactions toward the need for violence from 1963 to 1966? What does the data seem to indicate about the reactions of the majority of the Negroes toward the riots of 1966? toward personal participation in the riots? toward the probability of more riots in the future? Do there seem to be any differences in responses by region? by class?

c. Have pupils spend some time studying reaction in both the Negro and the white community as a result of the assassination of a number of civil rights workers, and Dr. Martin Luther King. Students might read accounts of the lives of these people before analyzing reactions of both blacks and whites to their assassination.

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For a disturbing article on threats of violence, see Sackett, "Plotting a War on 'Whitey,'" Life, June 10, 1966, pp. 150 ff.

For riots, see such books as Cohen and Murphy, Burn, Baby, Burn! (on Watts)
The Report of the National Advisory Commission on Civil Disorder (on 1967 riots), and
Friedman, ed., The Civil Rights Movement, pp. 214-221 (on Watts).

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f the riots, toward participation in riots and toward
ty of further riots.

Brink and Harris, Black and White, pp. 260-261, 264-267.

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of that discrimination upon society as a whole and on individual members of the society.

G. Frustration may lead to aggression.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Identifies value-conflicts.

S. Identifies basic assumptions.

S. Identifies factual questions which need to be answered.

S. Applies previously-learned concepts and generalizations to new data.

1. His death led to both riots and furthe
ment with peaceful means of achieving
of some Negroes and a renewed determin
his lead on the part of other Negroes.

2. His death shocked the white community;
this shock will have lasting effects u
to achieve real equality for Negroes n
seen.

C. Violence and riots may have differing ef
majority of the population.

1. Some see it as an indication that the
grant rights to minority groups has g
that they must be controlled by more

2. Some see it as an indication that move
greater equality have been far too slo
little and that riots and violence wi
unless the country moves rapidly and
to achieve in practice its professed

3. Many cannot understand why the riots
have increased since the passage of c
lation to do away with political and
ation.

1. His death led to both riots and further disallusionment with peaceful means of achieving rights on the part of some Negroes and a renewed determination to follow his lead on the part of other Negroes.

2. His death shocked the white community; whether or not this shock will have lasting effects upon efforts to achieve real equality for Negroes remains to be seen.

C. Violence and riots may have differing effects upon the majority of the population.

1. Some see it as an indication that the movement to grant rights to minority groups has gone too far and that they must be controlled by more force.

2. Some see it as an indication that moves to grant greater equality have been far too slow and too little and that riots and violence will increase unless the country moves rapidly and dramatically to achieve in practice its professed ideals.

3. Many cannot understand why the riots and other violence have increased since the passage of civil rights legislation to do away with political and legal discrimination.

d. The class should identify the value conflicts involved in: (a) the control of rioting, and (b) the proposal for bringing greater equality to minority group members. They should also identify the basic assumptions and different positions on such proposals.

e. The class should draw upon what they have learned about past revolutions to try to decide why riots and other violence increased after the passage of civil rights legislation in the 1960's. They should analyze different theories about factors causing revolutionary activity as opposed to social reform

Frustration may result in aggression.

G. Political revolutions are usually the result of multiple causes.

G. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.

G. Any decision is affected by the perceptions of the persons making the decision.

G. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.

G. People do not work actively in voluntary organizations unless they have a sense of group pride, of positive identification with the group.

G. The development of group pride, positive identification with one's group, is essential to determined efforts to achieve an end to discrimination.

a. These people ignore findings from ma
tions; those who revolt tend to be th
big gap between their condition and
come to think possible. It is not de
but rather perceived deprivation whi
to revolt.
1) The Negro community expected much
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a. These people ignore findings from many past revolutions; those who revolt tend to be those who see a big gap between their condition and what they have come to think possible. It is not deprivation as such but rather perceived deprivation which causes people to revolt.
   1) The Negro community expected much from civil rights legislation, but their expectations have not been reached in the majority of cases.

   2) Their leaders and many white people have led the Negroes to believe that they need not be passive, that they can obtain what they want by action.

movements. (e.g. They might review Smelser's theory of collective action, and they might examine once again the factors in other countries.)

f. Review what pupils learned in the seventh grade course about the importance of the development of group pride and identification upon the actions of minority group members. Or, if pupils did not study the earlier unit, use some of the activities suggested in that unit or similar kinds of activities to help pupils understand the importance of group morale in leading to activity for civil rights.

G. Differential treatment of individuals because they are members of a particular group presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

S. Is alert to incongruities, recognizes problems, and is concerned about them.

b. Those people who cannot understand t understood the kinds or extent of di deprivation which have in the past a to exist.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

II. Minority groups have faced continued and seric and discrimination in the United States; this contradicts the American ideals of equality a

A. A number of groups have faced discriminatic white immigrants of different nationalities the Chinese and Japanese, Indians, and Negr the most obvious and largest minority group crimination is that of the Negroes. Howeve portance sometimes overshadows serious disc other minority groups.

b. Those people who cannot understand the riots have not understood the kinds or extent of discrimination and deprivation which have in the past and which continue to exist.

II. Minority groups have faced continued and serious prejudice and discrimination in the United States; this discrimination contradicts the American ideals of equality and freedom.

A. A number of groups have faced discrimination, including white immigrants of different nationalities, the Jews, the Chinese and Japanese, Indians, and Negroes; today, the most obvious and largest minority group facing discrimination is that of the Negroes. However, their importance sometimes overshadows serious discrimination against other minority groups.

g. Use the consideration of the increased rioting and disorder following the passage of civil rights legislation to lead into the importance for studying the amount of discrimination in more detail, including the amount of discrimination which has continued since the passage of the civil rights legislation. Read aloud quotations by leaders of both the black and white community after the passage of the Civil Rights Acts of 1964 and 1965 to illustrate the promise held out.

   Then suggest the need for finding out more about the degree to which the promises have or have not been fulfilled.

3. How much the class should do in developing part II of this unit, depends in large part upon whether or not they have studied the Center's earlier courses in grades 6-9 or other courses which have dealt extensively with minority group problems. If pupils have not come through earlier courses which have dealt with minority group problems, use some of the same types of activities suggested in the seventh grade unit on minority group relations, the eighth grade case studies in the legislative unit, and the ninth grade unit on poverty to help pupils develop a better understanding of discrimination, prejudice, and reactions of minority group members. If students have come through the earlier courses, the teacher should try to use many of the following activities.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

1. Minority groups have suffered econor widespread unemployment than among c poorer jobs, and from lower incomes for white people with similar traini

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

S. Is able to empathize with others, seeing things through their eyes.

A. VALUES HUMAN DIGNITY.

1. Minority groups have suffered economically from more widespread unemployment than among other groups, from poorer jobs, and from lower incomes than those found for white people with similar training.

4. Review what pupils learned earlier about prejudice and discrimination and about legislative and judicial decisions about discrimination.

5. Use current articles, events and data to arouse greater interest in the study of causes of prejudice and discrimination and a study of the protest movements as well as to find out the extent to which civil rights legislation has affected discrimination.

6. Use some reading of biographical fictional materials dealing with minority groups to help pupils identify with minority group members in order to better understand their feelings. Point out the need for such understanding if pupils are to understand the actions of protest movements. Although pupils read biographies and fiction dealing with discrimination in the unit on intergroup relations in the seventh grade, they can now read much more adult materials and more current books. After pupils have done the reading, hold a general class discussion on the questions: How would you feel if you had been the minority group members described in your books? How do you think you would act? Some of you have read books about the situation since the passage of the 1964 and 1965 civil rights acts. How much do the people in your books think the situation has changed as a result of these acts?

See bibliography
Use others in yo
add current book

learned earlier about prejudice and discrimination
ve and judicial decisions about discrimination.

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prejudice and discrimination and a study of the
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u would act? Some of you have read books about
the passage of the 1964 and 1965 civil rights
the people in your books think the situation has
of these acts?

See bibliography for some titles.
Use others in your library, and
add current books each year.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

G. Any decision is affected by the perceptions of the persons making the decisions.

S. Checks on the completeness of data.

S. Examines sample used in study to see if it is representative of the population for which generalizations are being made.

S. Interprets tables.

a. In spite of recent legislation crimination, such discriminati in many places, and unemployme group members remains high.

b. This economic discrimination h health and family life, as wel to obtain higher education nee kinds of jobs.

CT THE RIGHTS

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s.

a. In spite of recent legislation against job discrimination, such discrimination still continues in many places, and unemployment among minority group members remains high.

b. This economic discrimination has had effects upon health and family life, as well as upon opportunities to obtain higher education needed for certain kinds of jobs.

7. Have pupils look at current tables on unemployment among Negroes as compared to white people, average incomes among Negroes and whites, average incomes among Negroes and whites of similar educational background, and perceptions of Negroes about their economic opportunities. Compare these tables with similar tables for the early 1960's. Discuss: What has happened to economic opportunity among the Negroes? Does it make any difference whether we are talking about different ecucational levels among Negroes? How do Negroes perceive their economic opportunities today? How important are their perceptions as compared to the actual situation? Why? Also discuss the sources of the data and samples used in collecting the data.

Use Reader's
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see Ferm
Negroes
16-17, 1
124, 71.
Franklin and
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ns of Negroes about their economic opportunities.
with similar tables for the early 1960's. Discuss:
economic opportunity among the Negroes? Does it
hether we are talking about different ecucational
How do Negroes perceive their economic oppor-
important are their perceptions as compared to
Why? Also discuss the sources of the data
ollecting the data.

Use Reader's Guide to locate most recent information. For tables and figures showing changes from 1939 to 1964 and even some 1966 figures, see Ferman, et. al., eds., Negroes and Jobs, pp. 10, 14, 16-17, 19, 24, 63, 65, 92-95, 124, 71.

Franklin and Starr, eds., Negro in 20th Century Am., p. 493.

For Negro perceptions in 1966 and 1963, see Brink and Harris, Black and White, pp. 222-225.

See also the widely-reprinted Harris Survey on "The Racial Gap" for Ap 18, 1968.

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

S. Interprets tables.

S. Interprets tables.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

2. Minority groups have suffered social
various kinds: in education, in chu
in recreation, etc.

a. Despite recent legislation and co
hibiting discrimination in public
education, much discrimination co

1) There is still widespread disc

2. Minority groups have suffered social discrimination of various kinds: in education, in churches, in housing, in recreation, etc.

   a. Despite recent legislation and court decisions prohibiting discrimination in public places and in education, much discrimination continues.

      1) There is still widespread discrimination in housing.

8. Have a pupil report on discriminatory practices in labor unions and apprenticeship and training programs. Then discuss: How would such practices affect the job opportunities of Negroes and other minority groups? Also have pupils look at a table on the Negro's perceptions of labor unions in 1963 and 1966.

Ferman, et. a
Jobs, pp
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235 of B
and Whit

9. Have pupils look at current articles and tables dealing with housing and Negro perceptions of discrimination in housing. Compare these data with data for the early 1960's. Discuss: How much has the situation changed? Has the Negro perception of the housing situation changed much? Also have pupils examine tables on health and sanitation conditions in Negro ghettos.

Use Reader's
data.
For Negro 's
in 1963
and Harr
pp. 224-
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of the N
on Civil
273.
Also, see Jac
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10. Have several students check with local social agencies about any recent studies of housing in different parts of the city. If possible, they should prepare maps and graphs to illustrate findings about differences in housing conditions in areas with large minority group populations and those without large groups of these people.

on discriminatory practices in labor unions and training programs. Then discuss: How would such e job opportunities of Negroes and other minority pupils look at a table on the Negro's perceptions n 1963 and 1966.	Ferman, et. al., eds., Negroes and Jobs, pp. 277-322. For table on perceptions see pp. 234-235 of Brink and Harris, Black and White.
current articles and tables dealing with housing tions of discrimination in housing. Compare these the early 1960's. Discuss: How much has the sit- s the Negro perception of the housing situation have pupils examine tables on health and sanitation ghettos.	Use Reader's Guide to locate current data. For Negro 's perceptions of housing, in 1963 and 1966, see Brink and Harris, Black and White, pp. 224-225, 228-229. For sanitation and health, see Rep't. of the Nat'l. Advisory Commission on Civil Disorders, pp. 269-273. Also, see Jacobs, Prelude to Riot (sections on housing and health).
ts check with local social agencies about any recent in different parts of the city. If possible, they and graphs to illustrate findings about differences ns in areas with large minority group populations arge groups of these people.	

S. Interprets tables.

S. Is able to empathize with others, seeing things through their eyes.

2) Schools in the South have ha
gration, and those in the No
segregation because of housi
minority group areas has fr
from poorer facilities and m
in other areas or from curri
appropriate for the pupils.

S. Interprets tables.

S. Generalizes from data.

G. Differential treatment of individuals because they are members of a particular group presents a problem to society because of the

es.

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hings through

2) Schools in the South have had only token integration, and those in the North suffer from de facto segregation because of housing; education in minority group areas has frequently suffered from poorer facilities and materials than schools in other areas or from curricula which are inappropriate for the pupils.

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se they are members
group presents a
ety because of the

11. Several students interested in photography might take pictures of housing and recreational facilities in minority group dominated areas of their own or a nearby large city. Have the class compare these photographs with what they know of other housing situations in the same city.

12. Show the class a current table dealing with integration in southern schools. Ask: How many years has it taken to achieve this degree of integration in southern schools since the famous Supreme Court decision outlawing school segregation? If you were southern Negroes, would you be satisfied with this progress? Why or why not? Why do some people speak of "token" integration in many southern cities?

Use Reader's
data.
1966, se
Rights I
and Ros
Minority
232.
Franklin and
in 20th
8a-8d.

13. Now have the class look at data on de facto segregation in northern communities. Ask: How can you explain this data? Have students compare current data with data on de facto segregation in the early 1960's. Ask: How much has the situation changed? What demands have many Negroes made because of this de facto segregation?

Use Reader's
formatio
of schoo
Franklin and
in 20th
9-10.

14. Have pupils investigate, if possible, current expenditures per pupil in schools which are in inner city areas of a high Negro population as compared to those in the better residential areas.

Also have one or several pupils take photographs to show the class of the physical conditions of schools in the different districts. Then have the class compare these conditions. Is there discrimination against the Negroes on the basis of these criteria?

Consult State
ucation
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office.
Ferman, et. a
Jobs, pp

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ational facilities in minority group dominated
n or a nearby large city. Have the class compare
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current table dealing with integration in southern
w many years has it taken to achieve this degree
southern schools since the famous Supreme Court
school segregation? If you were southern Negroes,
sfied with this progress? Why or why not? Why
eak of "token" integration in many southern cities?

Use Reader's Guide to locate current data. For figures prior to 1966, see Sobel, ed., Civil Rights Leader, pp. 412-413, and Rose and Rose, eds., Minority Problems, pp. 231-232.

Franklin and Starr, eds., The Negro in 20th Century Am., Selections 8a-8d.

s look at data on de facto segregation in northern
: How can you explain this data? Have students
ata with data on de facto segregation in the early
w much has the situation changed? What demands
made because of this de facto segregation?

Use Reader's Guide to locate information. Use local statistics of schools. Also use:

Franklin and Starr, eds., The Negro in 20th Century Am., Selections 9-10.

tigate, if possible, current expenditures per
which are in inner city areas of a high Negro
pared to those in the better residential areas.

several pupils take photographs to show the class
onditions of schools in the different districts.
ss compare these conditions. Is there discrim-
he Negroes on the basis of these criteria?

Consult State Department of Education research division or local school district business office.

Ferman, et. al., eds., Negroes and Jobs, pp. 121, 227-228.

conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

S. Interprets tables.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

3) Social discrimination still a
dices against minority group
is felt through a wide variet
iating acts of discrimination

S. Interprets tables.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

basic cultural
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ATTITUDES AND

3) Social discrimination still arises because of prejudices against minority group members; this prejudice is felt through a wide variety of small but humiliating acts of discrimination.

HE FREE EXAM-
ATTITUDES AND

15. Show the class a table on the median number of years of schooling for whites and non-whites in the U. S. in 1960. Use current data for comparison if possible.

Ferman, et
and J
For curren
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16. Invite a representative of a local human rights commission or a representative of a minority group in the local area to tell the class about kinds of social discrimination which he thinks still exists in the city or state, other than in housing or education.

17. Show the class tables on Negroes' perceptions of changes in social discrimination between 1963 and 1966. Discuss the data presented.

Brink and
pp. 2

18. Have several students investigate the attitudes of local social clubs, auto clubs, athletic clubs, etc. toward minority group membership.

able on the median number of years of schooling -whites in the U. S. in 1960. Use current data possible.	Ferman, et. al., eds., Negroes and Jobs, p. 47. For current data, see U. S. Office of Education figures or use Reader's Guide to locate data.
ative of a local human rights commission or a rep- inority group in the local area to tell the class ial discrimination which he thinks still exists te, other than in housing or education.	
ies on Negroes' perceptions of changes in social ween 1963 and 1966. Discuss the data presented.	Brink and Harris, Black and White, pp. 226-228.
nts investigate the attitudes of local social clubs, ic clubs, etc. toward minority group membership.	

S. Draws inferences from data.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

b. These kinds of discrimination, parti
crimination in education, have made
for minority group members to obtain
needed for taking advantage of emplo
even when they are available.

S. Interprets tables.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

3. They have suffered from a long history
legal discrimination.

a. Despite recent legislation removing
and other legal restrictions, discri
continues, in part because of lack o
of laws and in part because minority
retaliation if they take advantage o

S. Is able to empathize with others seeing things through their eyes.

A. VALUES HUMAN DIGNITY.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

b. These kinds of discrimination, particularly discrimination in education, have made it more difficult for minority group members to obtain the skills needed for taking advantage of employment opportunities even when they are available.

3. They have suffered from a long history of political and legal discrimination.

a. Despite recent legislation removing voting restrictions and other legal restrictions, discrimination still continues, in part because of lack of enforcement of laws and in part because minority group members fear retaliation if they take advantage of such laws.

19. Hold a discussion on the residual effects of past discrimination upon the ability of minority group members to take advantage of new legal rights. Also discuss the effects of continued social discrimination of various kinds upon their economic opportunities.

20. Show the class current tables on percentages of Negroes who are registered to vote in southern states. Compare these tables with similar tables for years prior to the voting act of 1965. Discuss: What has happened to voting registration among Negroes since the Voting Rights Act was passed? Why aren't even more Negroes registered to vote? Draw upon students' reading to discuss types of retaliation which have been used by whites against people who have tried to organize Negro registration drives. Or have students read about examples of such retaliation. Also have pupils investigate the degree to which the law has been enforced. They should use the Reader's Guide to locate current articles on this topic. Also discuss: Do all white people register to vote? Why not? Which groups are least likely to register and vote? Why might you expect the same thing to be true among minority group members? (Review what students have learned in grade eight, or show them tables illustrating the data needed.)

Sobel, ed., Civi
1966, p. 42
Ferman, et. al.,
Jobs, p. 52
figures).
For a descriptio
drives, see
Cleghorn, C
Ladder, The
Negroes in
Franklin and Sta
in 20th Cen
p. 373.

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the effects of continued social discrimination
their economic opportunities.

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thern states. Compare these tables with similar
to the voting act of 1965. Discuss: What has
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aren't even more Negroes registered to vote?
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them tables illustrating the data needed.)

Sobel, ed., Civil Rights 1960-1966, p. 428 (1966 figures).
Ferman, et. al., eds., Negroes and Jobs, p. 52 (1952 and 1962 figures).
For a description of registration drives, see Walters and Cleghorn, Climbing Jacob's Ladder, The Arrival of Negroes in Southern Politics.
Franklin and Starr, eds., Negro in 20th Century America, p. 373.

G. The exercise of freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.

G. The unequal distribution of power reflects the fact of political organization; individuals join into aggregates (parties, interest groups, etc.) to increase their political power by joining it with others.

A. VALUES HUMAN DIGNITY.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

S. Is able to empathize with others, seeing things through their eyes.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

b. Despite recent legislation, i
jury verdicts against white p
Negro rights in the South.

c. Minority group members freque
are treated brutally or impol
ways in which majority group

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ATTITUDES AND

b. Despite recent legislation, it is difficult to get jury verdicts against white people who violate Negro rights in the South.

c. Minority group members frequently complain that they are treated brutally or impolitely by police--in ways in which majority group members are not treated.

21. Have a pupil or a group of pupils investigate studies of growing Negro power in elections in both the South and North. They should report their findings to the class. Then discuss: Why do you think the growing voting power of the Negroes is important?

Use the Reade
articles
1966 st
election
election
Also, see Wal
Climbing
Ch. 2.

22. Have a student prepare a report on a number of murders of Negroes in the South, the evidence in each case, the decision of the jury in each case, and any follow-up federal action which took place. Discuss: If you were a Negro living in the South, would you expect justice in the courts if attacked by white men? How would your attitude about the possibilities of justice affect your reactions to ways of achieving greater equality?

Rose and Rose
Problems
Sobel, ed., C
1966. (U

23. Invite a member of the Negro community living in a poorer area of a large city to class to discuss the reactions of Negroes to their treatment by police and courts. Then invite a representative of the police department to class to present its view. (Instead, you could have pupils read accounts of charges of unequal treatment).

Mississippi
Rep't. of the
Commissi
pp. 302
Jacobs, Prel
on poli

roup of pupils investigate studies of growing Negro in both the South and North. They should report he class. Then discuss: Why do you think the r of the Negroes is important?

Use the Reader's Guide to locate articles dealing with the 1966 state and federal elections and the 1967 local elections and current elections.
Also, see Walters and Cleghorn, Climbing Jacob's Ladder, Ch. 2.

are a report on a number of murders of Negroes in ience in each case, the decision of the jury in each w-up federal action which took place. Discuss: living in the South, would you expect justice tacked by white men? How would your attitude ties of justice affect your reactions to ways of quality?

Rose and Rose, eds., Minority Problems, pp. 175-181.
Sobel, ed., Civil Rights 1960-1966. (Use index).

the Negro community living in a poorer area of a to discuss the reactions of Negroes to their and courts. Then invite a representative of ent to class to present its view. (Instead, you read accounts of charges of unequal treatment).

Mississippi Black Paper.
Rep't. of the Nat'l. Advisory Commission on Civil Disorders, pp. 302-307.
Jacobs, Prelude to Riot (section on police).

G. Through the process of socialization, individuals become members of a group by learning role expectations and to perform a wide variety of tasks.

G. Through the process of socialization, each individual acquires a self.

G. Some members of minority groups have exhibited hatred of their own group; they have learned (been socialized) to accept the majority group's perceptions of their own minority group.

G. Frustration and/or self-hatred or self-doubts can lead to apathy.

G. Political revolutions are usually the result of multiple causes.

G. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.

4. As a result of other kinds of discri
suffered serious psychological effec

a. At times this discrimination has
or at least loss of self-respect
members who have been "socialized
perceptions which majority group
minority group members.

b. The self-concept developed by man
repeated frustration have led at
a belief that it is useless to tr
things.

4. As a result of other kinds of discrimination, they have suffered serious psychological effects.

   a. At times this discrimination has led to self-hatred or at least loss of self-respect among minority group members who have been "socialized" into accepting the perceptions which majority group members hold of the minority group members.

   b. The self-concept developed by many Negroes and/or repeated frustration have led at times to apathy--to a belief that it is useless to try to do certain things.

24. Show the class tables presenting the results of studies which have shown that young Negro children frequently take on the views of white people toward the Negro race. Ask: How can you account for this data? Review what students learned in earlier years about role perceptions and the development of a self concept through the process of socialization. Discuss: How do these concepts help explain this data?

Rose and Ros
Problem
Saenger, Soc
pp. 26-
Goodman, Rac
Childre

25. Have pupils read various statements by Negroes or articles which examine the development of negative self concepts among Negroes or other minority group members, the reasons for this development, and the effects of such self concepts. Then discuss: How would such self concepts affect progress in school? How would they affect attempts by Negroes to get ahead in jobs or even apply for jobs? How do you think such self-concepts might be changed?

Ferman, et.
Jobs, p
Kvaraceus, e
Concept

26. Have pupils examine articles by men in the Black Power movement which deal with the importance of developing different self-concepts and pride in their race. Also examine studies done on attempts to improve Negro self-concepts. Discuss: Why is pride important in any attempt to end discrimination?

Friedman, ed
pp. 139
Carmichael a
Ch. 2.
Kvaraceus, e
Concept

s presenting the results of studies which have
ro children frequently take on the views of
the Negro race. Ask: How can you account for
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development of a self concept through the process
iscuss: How do these concepts help explain this

Rose and Rose, eds., Minority Problems, pp. 260-263.
Saenger, Soc. Psychology of Prejudice, pp. 26-27.
Goodman, Race Awareness in Young Children.

ious statements by Negroes or articles which
ent of negative self concepts among Negroes
oup members, the reasons for this development,
such self concepts. Then discuss: How would
ffect progress in school? How would they
egroes to get ahead in jobs or even apply for
ink such self-concepts might be changed?

Ferman, et. al., eds., Negroes and Jobs, pp. 129-161.
Kvaraceus, et. al., Negro Self-Concept.

articles by men in the Black Power movement
importance of developing different self-con-
heir race. Also examine studies done on
Negro self-concepts. Discuss: Why is pride
tempt to end discrimination?

Friedman, ed., Civil Rights Reader, pp. 139-147.
Carmichael and Hamilton, Black Power, Ch. 2.
Kvaraceus, et. al., Negro Self-Concept, Section 3.

S. Is able to empathize with others, seeing things through their eyes.

e. Discrimination has made it more
group members to obtain psycholo
from identification with the nat
within the nation.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

5. The Negroes are not the only minori
discrimination in this country. Th
much discrimination against other g
some groups which once faced discri
longer considered minority group me

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

S. Generalizes from data.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural

B. Although the cost of prejudice and disc
most heavily by the minority groups, pr
ination are also costly to the white ma

e. Discrimination has made it more difficult for minority group members to obtain psychological satisfaction from identification with the nation or with groups within the nation.

5. The Negroes are not the only minority group to suffer discrimination in this country. There still exists much discrimination against other groups, even though some groups which once faced discrimination are no longer considered minority group members.

B. Although the cost of prejudice and discrimination are born most heavily by the minority groups, prejudice and discrimination are also costly to the white majority in the country.

27. Discuss: What personal satisfaction do you get from belonging to a highly respected group? (Use school organizations as an example.) What personal satisfaction do you get from recognition that you are a citizen of the United States? Do you think minority group members would be able to get similar satisfactions? Why or why not? Examine requests by Negroes for more Negro history in the schools. Ask: Why do you think they are making such demands?

28. Although the chief focus of this unit will probably be on Negro-white relations, have some members of the class or all of the class investigate other minority group problems in this country, particularly those of importance in their own areas. Have them make a presentation of their findings to the class and then have the class compare the situation faced by these minority group members and that faced by Negroes.

29. Summarize the costs of prejudice and discrimination to minority groups and then explore the costs to the white majority. This summary and exploration should include an analysis of the psychological costs. You may wish to have pupils read some articles or sections in books describing the costs to majority group members before you hold this discussion. You might also have a

Simpson and
Cultura

sonal satisfaction do you get from belonging
ted group? (Use school organizations as an
rsonal satisfaction do you get from recognition
izen of the United States? Do you think min-
s would be able to get similar satisfactions?
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ave some members of the class or all of the
ther minority group problems in this country,
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aced by Negroes.

s of prejudice and discrimination to minority
plore the costs to the white majority. This
ation should include an analysis of the psy-
You may wish to have pupils read some articles
ks describing the costs to majority group
hold this discussion. You might also have a

Simpson and Yinger, Racial and Cultural Minorities, Ch. 8.

values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

1. They suffer economic costs.

   a. The country as a whole has a low because it fails to make full us potential.

   b. Businessmen have smaller markets minority groups had greater purc minority group boycotts also hur

   c. The citizen at large must pay hi and costs for other government s necessary to help the poverty-st minority groups.

   d. Riots and other acts resulting f great economic destruction.

2. Discrimination contributes to crime may result in physical danger and e group members.

3. Those who discriminate usually suff cost because it is difficult for th guilty, despite all of their ration

4. The nation suffers in its relations world which has far more non-whites

S. Sets up hypotheses.

III. Probably a number of factors work togethe and discrimination against minority groups

of the wide-
that discrim-
ty as a whole
members of the

1. They suffer economic costs.

   a. The country as a whole has a lower national income because it fails to make full use of its human resource potential.

   b. Businessmen have smaller markets than they would if minority groups had greater purchasing power; moreover, minority group boycotts also hurt business.

   c. The citizen at large must pay higher welfare costs, and costs for other government services which are necessary to help the poverty-striken among the minority groups.

   d. Riots and other acts resulting from frustration cause great economic destruction.

2. Discrimination contributes to crime and to riots; both may result in physical danger and even death to majority group members.

3. Those who discriminate usually suffer some psychological cost because it is difficult for them not to feel guilty, despite all of their rationalizations.

4. The nation suffers in its relations with the rest of the world which has far more non-whites than whites.

III. Probably a number of factors work together to produce prejudice and discrimination against minority groups.

student prepare a chart showing the estimated costs of some recent riot. Another pupil might check with welfare agencies and the local fire department on differences in costs for areas which are heavily populated by minority groups as against other areas of the city. You should be able to develop the costs related to our relations with other countries by drawing upon what pupils have learned in the eleventh grade. (or in the unit on Africa if pupils have studied Africa earlier in the year).

30. Hold a general class discussion on the question: What do you think may be the cause of prejudice and discrimination against minority groups in this country? If students do not themselves use sociological

S. Considers the relevance of social science disciplines and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

S. Applies previously-used concepts and generalizations to new data.

S. Deduces if-then statements from hypotheses.

S. Uses deduced consequences of hypotheses to guide him in the collection of relevant data.

G. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people (e.g. parents) or people are frustrated by events beyond their control or the control of people whom they know, the aggression may be turned against others who become scapegoats.

G. Authoritarian personalities tend to be conformist, to use stereotyped thinking and to project their own traits onto other people; many prejudiced people are authoritarian personalities.

A. A number of social scientists have inv
factors related to prejudice; psycholo
explain why people are prejudiced and
goating but not why they choose certai
objects of their prejudice.

1. Some social scientists have develop
aggression theory to explain prejud
However, the theory does not explai
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rather than others.

2. Some social scientists have develop
the relationship between an authori
and prejudice. Again, such a theor
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sonalities tend to
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A. A number of social scientists have investigated personality factors related to prejudice; psychological theories help explain why people are prejudiced and resort to scapegoating but not why they choose certain groups as the objects of their prejudice.

1. Some social scientists have developed a frustration-aggression theory to explain prejudice and discrimination. However, the theory does not explain why some types of frustration do not result in prejudice nor why the frustrated person turns against particular groups rather than others.

2. Some social scientists have developed a theory about the relationship between an authoritarian personality and prejudice. Again, such a theory helps explain some prejudice, although social scientists have raised questions about some of the research techniques used. However, the theory does not explain why certain groups become the objects of prejudice and discrimination.

concepts in their formation of hypotheses, ask: What sociological concepts which you have learned earlier might provide possible leads to an answer to this question? Have the class develop a series of hypotheses and if-then statements to guide the collection of data to test these hypotheses. Then divide the class into groups to try to investigate each hypothesis.

If the class does not come up with any hypotheses about frustration or personality factors as causes of prejudice and discrimination, do the following to stimulate hypothesis-making and lead to the establishment of groups to investigate the hypotheses further.

(a) Ditto or present figures on the board on the results of studies related to the effects of frustration upon prejudice. For example, give the class the results of the study by Miller and Bugelski who used attitude tests before and after a long exam which kept boys from attending the bank night at the local movie theater. Also present results of the study by Cowen and others of the effects on prejudice of an experiment in frustration of college students. In addition, give the results of the Frenkel-Brunswick study of prejudiced sixth to eighth graders. Let students set up theories to explain this data.

These studies
Simpson
and Cult
pp. 54-5
The same auth
itations
chapter

(b) Give pupils the results of the Hartley studies on prejudice toward non-existent groups. Ask pupils: What hypotheses would you suggest as possible explanations of this data? Now give pupils the results of some of Hartley's follow up work to test his hypothesis that prejudice might be generalized. Then give pupils data found in the study on the relationship of prejudice to the authoritarian personality. Ask them to set up hypotheses about prejudice which might explain this data.

For data, see
Racial a
pp. 62-6

If no one comes up with any hypotheses related to the group conflict theory or to the cultural learning theory, you might suggest that these are theories which have been suggested by social scientists. The class might try to develop if-then statements to

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have learned earlier might provide possible
to this question? Have the class develop a
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Brunswick study of prejudiced sixth to eighth
tudents set up theories to explain this data.

These studies are described in Simpson and Yinger, Racial and Cultural Minorities, pp. 54-56.
The same authors examine the limitations of the theory in chapter 3.

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possible explanations of this data? Now give
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t prejudice which might explain this data.

For data, see Simpson and Yinger, Racial and Cultural Minorities, pp. 62-65.

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the cultural learning theory, you might suggest
ries which have been suggested by social
ass might try to develop if-then statements to

S. Tests hypotheses against data.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Rejects assumption of cause-effect relationship in correlations; looks for another factor which may have affected both parts of the correlation.

S. Examines sample used in study to see if it is representative of the population for which generalizations are being made.

S. Constantly looks for causative factors other than those mentioned in source of information.

G. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people (e.g. parents) or people are frustrated by events beyond their control or the control of people whom they know, the aggression may be turned against others who become scapegoats.

test these hypotheses also, and groups might be selected to check on the hypotheses. (The teacher should be able to get pupils to suggest such hypotheses themselves by asking questions.)

31. Have the groups which have investigated the frustration thesis and the authoritarian personality theory present their findings to the class. Each should study criticisms of the theories before making their presentations. They should present both the evidence for and the evidence against the theories in order to help class members assess the usefulness and limitations of the theories. After each presentation, be sure to discuss: Do you think that the data supports your hypotheses? Why or why not? Do you think that the data provides support for a more limited or a modified hypothesis? Why or why not?

e.g. see,
Simpson and Y
Cultural
Allport, Natu
Chs. 15,
Saenger, Soc.
Chs. 8-9
Raab and Selz
Problems

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e.g. see,
Simpson and Yinger, Racial and Cultural Minorities, pp. 65-79.
Allport, Nature of Prejudice, Chs. 15, 21-22, 25.
Saenger, Soc. Psych. of Prejudice, Chs. 8-9.
Raab and Selznick, Major Social Problems, pp. 210-213.

G. Authoritarian personalities tend to be conformist, to use stereotyped thinking, and to project their own traits onto other people; many prejudiced people are authoritarian personalities.

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

G. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

S. Checks, refines, and eliminates hypotheses, working out new ones where necessary.

B. A number of social scientists have d
prejudice and discrimination based u

1. Discrimination is considered a we
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group.

2. Prejudice, according to this theo
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Racism is a rel-
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B. A number of social scientists have developed a theory of prejudice and discrimination based upon group conflict.

1. Discrimination is considered a weapon to help one group win economic or political conflict with another group.

2. Prejudice, according to this theory, arises as a rationalization to justify discriminatory practices which do not jibe with other ideals.

3. This theory helps explain how discrimination and prejudice arose but does not explain why it continues in situations even where it would be of economic benefit or political benefit to the majority group to end the discrimination.

32. Have the group of students investigating the conflict theory present a panel discussion on the question: To what extent can prejudice and discrimination against minorities in this country be explained by the theory that it is a weapon in group conflict? Afterwards, the class should test its original hypothesis against the data and decide whether or not to reject it, accept it, or to limit it in order to fit the data better.

e.g. see, S
Racial
Ch. 4.
Raab and Se
Proble

tudents investigating the conflict theory present
on the question: To what extent can prejudice and
nst minorities in this country be explained by the
a weapon in group conflict? Afterwards, the
ts original hypothesis against the data and decide
eject it, accept it, or to limit it in order to
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e.g. see, Simpson and Yinger, Racial and Cultural Minorities, Ch. 4.
Raab and Selznick, Major Social Problems, pp. 220-221.

S. Tests hypotheses against data.

S. Draws inferences from data.

G. Much of man's behavior is acquired through a process of socialization (building group values into the individuals).

C. Sociologists insist that an important fa and discrimination is socialization; pe prejudiced beliefs and norms of those ar ticularly of those in their families and groups.

1. This theory helps explain existing pr why they developed in the first place history; nor do they explain all prej who have grown up in families or grou not exhibited such prejudice.

2. Those who hold this theory believe th get rid of legal discrimination helps by getting rid of one obvious factor ization into prejudice.

G. Human beings are members of the same species; they are far more alike physically than they are different.

G. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and deemphasize the similarities among humans.

S. Checks on the completeness of data.

3. Racism provides a rationalization for discrimination; such beliefs are not scientific data.

C. Sociologists insist that an important factor in prejudice and discrimination is socialization; people learn the prejudiced beliefs and norms of those around them, particularly of those in their families and other primary groups.

1. This theory helps explain existing prejudices but not why they developed in the first place in our country's history; nor do they explain all prejudice among people who have grown up in families or groups which have not exhibited such prejudice.

2. Those who hold this theory believe that legislation to get rid of legal discrimination helps reduce prejudice by getting rid of one obvious factor supporting socialization into prejudice.

3. Racism provides a rationalization for prejudice and discrimination; such beliefs are not supported by scientific data.

33. Have the group of students who have investigated the culture learning hypothesis about prejudice present a panel discussion on the question: To what extent can prejudice and discrimination be explained by cultural learning or socialization? Afterwards, have the class test the hypothesis against the data presented by the panel and other data presented earlier. Also ask: Why do you think that those who accept this cultural-learning theory hold out high hopes for the effects of civil rights legislation as a means of reducing prejudice and other discrimination?

Simpson and
Cultura
Allport, Nat
Saenger, Soc
Ch. 10.
Raab and Sel
Problem
220.

34. Review what pupils learned in the seventh grade course about races. Be sure to review the analysis of race and intelligence in terms of kinds of tests used, the relationship of education and class membership to test results, etc. If pupils did not have the seventh grade course or some similar course, use some of the kinds of materials suggested in the first and last units in the seventh grade course to develop an understanding of race and the way in which misconceptions are learned and contribute to prejudice and discrimination.

See Ferman,
Jobs, p
intelli
Allport, Nat
Ch. 7.
Saenger, Soc
Chs. 4-
Simpson and
Cultura

tudents who have investigated the culture learning ejudice present a panel discussion on the question: prejudice and discrimination be explained by r socialization? Afterwards, have the class test nst the data presented by the panel and other ier. Also ask: Why do you think that those who l-learning theory hold out high hopes for the ghts legislation as a means of reducing prejudice ation?

Simpson and Yinger, Racial and Cultural Minorities, Ch. 5.
Allport, Nature of Prejudice, Ch. 18.
Saenger, Soc. Psych. of Prejudice, Ch. 10.
Raab and Selznick, Major Social Problems, pp. 213-214, 216-220.

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See Ferman, et. al., Negroes and Jobs, pp. 161-174 (race and intelligence).
Allport, Nature of Prejudice, Ch. 7.
Saenger, Soc. Psych. of Prejudice, Chs. 4-5.
Simpson and Yinger, Racial and Cultural Minorities, Ch. 2.

G. Through the process of socialization, individuals become members of a group by learning role expectations and to perform a wide variety of tasks.

G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.

G. Frustration and/or self-hatred or self-doubts can lead to apathy.

G. Differential treatment of individuals because they are members of a particular group, presents a problem to society because of the conflict with our basic cultural values and because of the wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.

S. Checks, refines, and eliminates hypotheses, working out new ones where necessary.

D. Some people believe that the minority contribute to the prejudice by their it is true that some of the minority exhibit the behavior found in stereot it is also true that many do not and frequently do so as a reaction to the discrimination which they have faced.

D. Some people believe that the minority groups themselves contribute to the prejudice by their actions. Although it is true that some of the minority group members do exhibit the behavior found in stereotypes of their group, it is also true that many do not and that those who do frequently do so as a reaction to the prejudice and discrimination which they have faced.

35. Reveiw the meaning of stereotypes and the way in which stereotypes about minority group members have developed. Then analyze the reasons why some minority group members fit such stereotypes. Discuss the relationship between discrimination and these types of behavior.

Allport, Nature of Pr
Simpson and Yinger, R
Cultural Minorit

36. Have groups investigating any other hypothesis developed by the class present their findings at this time. Have the class analyze the hypothesis in the same way that they did the others and perhaps work out a modified hypothesis which fits the data better than the original hypothesis which may have been far too broad.

tereotypes and the way in which stereotypes
mbers have developed. Then analyze the
ty group members fit such stereotypes.
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Allport, Nature of Prejudice, Ch. 12.
Simpson and Yinger, Racial and
Cultural Minorities, Ch. 6.

ng any other hypothesis developed by the
dings at this time. Have the class analyze
ame way that they did the others and per-
d hypothesis which fits the data better
hesis which may have been far too broad.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRE-CONCEPTIONS.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE, AND DEMANDS THAT POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. VALUES THE SCIENTIFIC METHOD AND RATIONAL THOUGHT AS APPLIED TO SOCIAL AS WELL AS TO NATURAL DATA.

S. Considers possible consequences of alternative courses of action.

S. Uses Reader's Guide to locate information.

S. Generalizes from data.

G. People do not work actively in voluntary organizations unless they have a sense of group pride, of positive identification with the group.

IV. Minority group members have organized a nu
movements to try to achieve greater equali
discrimination. Those most in the forefro
today seem to be the Negro protest movement
have also worked to improve the lot of othe

A. Revolutionary movements seem to have a
climax, decline, and reaction. Whether
Movement is a revolutionary movement or
matter of definition and interpretation.

B. Protest movements are most successful w
for change in a society have been achie
protest is clear, and the form of pr tes
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IV. Minority group members have organized a number of protest movements to try to achieve greater equality and overcome discrimination. Those most in the forefront of public affairs today seem to be the Negro protest movements, although groups have also worked to improve the lot of other minority groups.

A. Revolutionary movements seem to have a life cycle of rise, climax, decline, and reaction. Whether the Negro Protest Movement is a revolutionary movement or not, seems to be a matter of definition and interpretation.

B. Protest movements are most successful when the preconditions for change in a society have been achieved, the object of protest is clear, and the form of protest is considered appropriate and legitimate.

37. Now have the class discuss: To what extent does any one theory explain prejudice and discrimination against specific minority groups in this country? What factors must be considered in attempting to explain this prejudice and discrimination? How can an analysis of factors be helpful to anyone trying to decide what might be done to reduce prejudice and discrimination?

38. Ask: What kinds of things have minority groups, and particularly Negroes in this country, done to try to get equality? List all of the actions and movements of which pupils are aware at this time. Then identify some of the major movements and have the class investigate these further. They should try to find out about the purposes of each organization, the techniques it uses to achieve its goals, its past successes and accomplishments, difficulties it has faced, and whether or not it seems to be achieving more or less than in the past.

See bibliograph
and Reade

The investigations may be carried out by the class as a whole, by individuals, or by groups of students. If the work is done by individuals and/or small groups, urge them to use some form of presentation other than a panel or symposium. They might role-play discussions between leaders of a group or between a leader of a group and a group of Negroes from a slum area. They might prepare

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ain this prejudice and discrimination? How can
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or not it seems to be achieving more or less than

See bibliography, current books, and Reader's Guide.

may be carried out by the class as a whole, by
groups of students. If the work is done by in-
mall groups, urge them to use some form of pre-
han a panel or symposium. They might role-play
n leaders of a group or between a leader of a
of Negroes from a slum area. They might prepare

G. The development of group pride, positive identification with one's group, is essential to determined efforts to achieve an end to discrimination.

G. Protest movements are most successful when the preconditions for change in a society have been achieved, the object of protest is clear, and the form of protest is considered appropriate and legitimate.

1. The Negro Protest movement arose beca
strongly felt dissatisfaction with ex
on the part of those who were affecte
ditions but who were unable to expres
through regular decision-making chann

2. The Negro Protest movement was succes
period from 1954 to 1965.

a. It was widely recognized that prac
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b. The destruction of the legal basis
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c. Direct action and non-violent dem
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C. For at least a time, it appeared tha
Negro Protest Movement had been reac
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Rights Act of 1964 and the Voting Ri

1. The relationship between the "Mar
and the enactment of these two la
one of cause and effect.

2. The Civil Rights Act of 1964 and
Act of 1965 have the potential, i
to eliminate deliberate racial di
employment, public accommodations

1. The Negro Protest movement arose because there was a strongly felt dissatisfaction with existing conditions on the part of those who were affected by those conditions but who were unable to express their discontent through regular decision-making channels.

2. The Negro Protest movement was successful during the period from 1954 to 1965.

   a. It was widely recognized that practice of deliberate racial discrimination and segregation was inconsistent with the ideal of "equality of opportunity" and that other political, economic, social, and international factors made change necessary.

   b. The destruction of the legal basis of discrimination was a clear and precise objective.

   c. Direct action and non-violent demonstrations were related directly to the object of protest and were widely accepted as legitimate and appropriate forms of protest.

C. For at least a time, it appeared that the climax of the Negro Protest Movement had been reached with the "March on Washington" and the subsequent enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

   1. The relationship between the "March on Washington" and the enactment of these two laws is not necessarily one of cause and effect.

   2. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 have the potential, if properly enforced, to eliminate deliberate racial discrimination in employment, public accommodations, and voting.